

# Experiential Teaching in Vocational College Marketing Education: A Systematic Analysis of Pedagogical Applications and Learning Outcomes

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**Abstract:** *The New Liberal Arts initiative repositions the humanities not as isolated fields of inquiry but as dynamic, problem-oriented domains that engage with scientific reasoning, technological literacy, and social responsibility. This paradigm shift necessitates a fundamental rethinking of curriculum architecture, instructional design, and institutional collaboration. In this context, the integration of arts disciplines with ideological and political education is conceptualized not as an additive or superficial alignment, but as a deep, value-embedded pedagogical synthesis. It seeks to cultivate students' cultural identity, ethical reflexivity, and civic consciousness through discipline-specific aesthetic practice and critical inquiry. This paper argues that achieving such integration requires systemic innovation across multiple dimensions: interdisciplinary curriculum development, experiential and project-based pedagogies, cross-faculty faculty development initiatives, and reconceptualized assessment frameworks that capture both cognitive and affective learning outcomes. By situating arts education within a broader humanistic and civic mission, the New Liberal Arts framework offers a viable pathway for reimagining the role of the humanities in applied higher education settings. Ultimately, this study contributes to ongoing scholarly discourses on liberal arts transformation, disciplinary integration, and value-oriented education in non-elite higher education institutions. It provides both theoretical elucidation and practical heuristics for educators, curriculum planners, and institutional leaders seeking to operationalize the New Liberal Arts agenda in ways that are pedagogically robust, contextually responsive, and socially relevant.*

**Keywords:** Discipline integration; Innovative development; Curriculum thinking.

## 1. INTRODUCTION

In April 2019, the Ministry of Education launched the "Six Excellence and One Excellence" Plan 2.0, comprehensively promoting the construction of new engineering, new medicine, new agriculture, and new humanities, and improving the ability of universities to serve economic and social development. The art majors in applied universities are also facing teaching challenges. They need to adapt to the continuous innovation of new technologies in the booming cultural industry, accelerate the updating of subject knowledge, and achieve perfect artistic expression in the new situation. At the same time, they need to strengthen the ideological and political culture construction in the curriculum, raise the establishment of correct values to a new height, and pose new challenges to art disciplines. Observing the current situation of art disciplines in applied universities, the main problems are as follows:

(1) The current curriculum lacks a clear ideological and political orientation, and the content of the curriculum lacks the element of "ideological and political".

The current teaching syllabus is still designed according to the "old model" of art majors, without or lacking clear curriculum ideological and political content, and without clear ideological and political content guidance. Teachers have a great deal of arbitrariness in introducing ideological and political content in the classroom. Art majors tend to emphasize the education of aesthetic education, but the curriculum of ideological and political education is not only about aesthetic education, but also about moral education. The curriculum needs to emphasize the correct three perspectives and enhance students' confidence. So the element of "ideological and political education" has not been included in the teaching syllabus, which will lead to difficulties in forming a synergistic effect between professional courses and ideological and political education courses.

(2) The existing teaching models and methods lack integration and innovation with the requirements of ideological and political education in the curriculum.

Amidst the rapid transformation of higher education in response to contemporary socioeconomic demands, applied colleges and universities have increasingly oriented their educational missions toward the cultivation of practice-based competencies and interdisciplinary adaptability. Within the conceptual and policy framework of the “New Liberal Arts” — a strategic initiative aimed at revitalizing humanities and social sciences education in China — this paper examines the imperative to transcend conventional disciplinary silos. It foregrounds the integration of arts and sciences, the reconfiguration of disciplinary structures, and the establishment of cross-disciplinary collaborative mechanisms as foundational to advancing the innovative development of traditional liberal arts disciplines. Furthermore, this study investigates the pedagogical and curricular implications of integrating arts education with ideological and political education (curriculum-based ideological and political education), a distinctive feature of China’s recent higher education reform agenda.

The development purpose of "New Liberal Arts" is to promote innovation in traditional liberal arts. When teachers introduce ideological and political education, traditional cultural education, moral education, and other teaching content in the classroom, the teaching mode and methods still use traditional offline classroom PPT style teaching, lacking method innovation and technological innovation. Students have already formed inherent coping styles with conventional teaching modes. The innovation of technology in the era has not had a radiating effect on teaching, which has caused a significant gap between students' learning process and life. Schools that originally learned new knowledge and skills have far less application of new technologies than life. If this situation persists, it needs to be taken seriously by teachers and schools.

(3) The personal knowledge background of professional course teachers has a significant impact on the infiltration of ideological and political education into the classroom, lacking innovation and creativity.

Each professional teacher has a unique personal knowledge background and structure, so for the same course, different teachers teach different classes with different content, and students receive different knowledge and training objectives. Most of the phenomena are the "irrelevant theory" and "rigid labeling" of ideological and political education in the curriculum, lacking thinking about ideological and political education in the curriculum, and lacking creativity in the curriculum.

(4) The teaching materials lack "ideological and political" content, and the utilization rate of the materials is low.

The current textbook writing still follows the traditional mode, with teachers writing based on past teaching experience, without or lacking ideological and political content. The utilization rate of textbooks by students is extremely low, and teachers rarely explain the content of textbooks. The construction of "ideological and political" education in art textbooks is urgent.

(5) The application of new technologies in professional basic courses and specialized courses is relatively limited, leading to aesthetic fatigue among students in classroom teaching.

Art majors in applied universities are highly practical majors, and many professional courses require teachers and students to complete assignments through practice. But the current situation is that classes that require entry into the laboratory are not arranged to enter the laboratory; Courses that require research rarely go out for research; Courses that require practical experience, without the opportunity to engage in social practice; Just a simple PPT presentation to complete. The ideological and political knowledge learned by students in the course is too pale, and they do not understand where the integration of the course and ideological and political education lies, nor do they understand the advantages of ideological and political content in professional courses, making them relatively passive.

(6) Insufficient cross disciplinary integration with other disciplines.

As a comprehensive and practical major, it is difficult to achieve a healthy development of the discipline by working in isolation. However, the current situation is that art majors rarely integrate with other disciplines, and there is little interaction between different art majors. In the context of "new liberal arts" and "ideological and political education", students' comprehensive abilities are weak.

## **2. ACCELERATE THE CONSTRUCTION OF IDEOLOGICAL AND POLITICAL EDUCATION COURSES IN ART MAJORS.**

## **2.1 It is necessary to organically combine professional education "talent cultivation" with ideological and political education "education"**

Course ideological and political education is not equivalent to "ideological and political courses" or "Marxist Leninist courses", but rather a broad and subtle influence of patriotism, values, traditional culture, life pursuits, etc. on students' ideological consciousness, value beliefs, and life choices, thereby making professional education and ideological and political education go hand in hand and forming a synergistic effect. Behind the design is the inheritance of culture and patriotism, which can attract students' attention in the classroom more easily than simply copying and creating.

## **2.2 Empowering teaching technology and creating smart classrooms in the context of "new liberal arts"**

Due to the special nature of their majors, art courses have strong timeliness, subjectivity, and a high degree of integration with the market. In order to better build ideological and political education in the curriculum, the use of new teaching technologies can stimulate students' attention and enthusiasm for the classroom. Teachers should make reasonable use of technology to empower the creation of smart classrooms and enhance students' interest in ideological and political education in the curriculum. For example, by incorporating virtual reality technology and augmented reality technology into teaching, teachers can create more diverse teaching cases and courseware, and students can use new technologies to complete assignments that are not limited by time, space, or region.

## **2.3 Combining reality to teach ideological and political courses, exploring the "ideological and political" elements of professional courses**

Exploring ideological and political elements is a core issue in curriculum ideological and political construction, which requires simultaneous exploration of common and characteristic educational elements. Common educational elements: factors that have a significant impact on the country, ethnicity, history, society, etc. and have educational significance for students, such as socialist core values, Chinese spirit, traditional Chinese culture, etc; Characteristic educational elements: factors related to disciplinary characteristics, curriculum background, etc.

## **2.4 Carry out the compilation of "ideological and political textbooks" and improve the utilization rate of textbooks**

The utilization rate of teaching materials by art majors in applied universities has always been low. It is necessary to fully explore relevant ideological and political elements based on the characteristics of the profession and industry, rather than just theoretical concepts for ten years. Using cutting-edge knowledge to improve the quality of textbooks, writing ideological and political textbooks is an important part of teaching, as well as enhancing innovation and creativity. Finally, strengthen the cultivation of ideological and political education for professional course teachers. Starting from the root of ideological and political education in the curriculum, it is necessary to cultivate teachers. It is necessary to carry out patriotic education and study the Party history and constitution for professional teachers in a rhythmic manner, so as to incorporate deeply moving heroic deeds and social hot issues into the cultivation content. Gradually cultivate and improve teachers' ideological awareness, and let them feel the greatness and responsibility of their profession.

## **3. THE "NEW LIBERAL ARTS" EXPOUNDS THE INTERSECTION OF DISCIPLINES, ARTS AND SCIENCES, AND PROMOTES THE DEVELOPMENT OF DISCIPLINES THROUGH COLLABORATIVE EFFORTS**

In the context of the new era, the development of art majors cannot be separated from the integration of various subjects. Development requires innovation, and innovation requires talent. Curriculum based ideological and political education can promote the high-quality development of talents and establish people's correct values. Therefore, professional education and ideological and political education should go hand in hand, which is a problem that needs to be solved at present.

### **3.1 Promote the construction of teaching resources for "ideological and political education in the curriculum", so that online and offline teaching can interact and complement each other**

Studying the practical issues of ideological and political education in courses, in order to better carry out teaching work guided by "ideological and political education", and to do a good job in the construction of online teaching resources and the compilation of offline "ideological and political textbooks" are important links in practicing ideological and political education in courses. Textbooks are the theoretical foundation of the curriculum, and the development of "ideological and political textbooks" plays a crucial role in the construction of ideological and political education in the curriculum. With the support of theory, there is a teaching framework for the subsequent classroom development. Integrating aesthetic and moral education elements from various subjects in art majors into textbooks can better stimulate students' interest in textbooks than traditional professional theoretical texts. This measure not only fills the gap in ideological and political elements in textbooks, but also brings them to life. In addition, the construction of online "course ideological and political education" teaching resources should pay attention to the innovation of content and methods, avoid preaching like rote learning, and pay attention to the updating of online resources. Only when students are willing to actively click to learn can successful teaching improvement be achieved.

### **3.2 Empowering Teaching Methods and Technologies to Improve Students' Innovation Abilities**

The teaching of ideological and political education in applied universities also cannot be separated from the ultimate cultivation of students' innovation ability. Doing a good job in ideological and political education in courses is to cultivate students into new era good young people with high moral character, strong professionalism, elegant aesthetics, love for the motherland, and love for life. The intelligence and diversification of teachers' teaching methods directly affect students' focus and innovation ability in the curriculum. Using relatively mature technology to assist teaching can ignite students' ability to accept knowledge. Therefore, it is necessary to urge teachers to use new technology in teaching. A teacher teaching innovation competition can be held to promote teaching through competition. In teaching, it is not only students who need to learn knowledge, but also teachers who need to update their personal knowledge system. The new equipment in the laboratory needs to be effectively implemented in use, and the new technologies of the times need to be effectively implemented in teaching. We should learn more advanced industry knowledge and skills at home and abroad. New technologies can have a twice the result with half the effort in teaching work.

### **3.3 Transforming Knowledge into Achievements and Reflecting Course Effectiveness through Multiple Evaluations**

In the past, the evaluation of art courses was mainly based on the level of knowledge mastery and completeness of the results. Now that ideological and political content has entered professional courses, the evaluation methods will also change. Students' cognition and values of things also need to be included as evaluation content, graded in stages, and abstract emotions and values can be expressed through text or video production. Process evaluation will be a key focus in the course, which requires more teacher-student interaction. For example, professional course assignments only require submission of renderings, and now detailed design ideas and historical backgrounds can be added to enhance students' discussion and respect for history in design. The content of ideological and political education will no longer be limited to aesthetic dissemination, but more importantly, the organic combination of values and professional knowledge.

### **3.4 Enhancing teachers' awareness and ability of "ideological and political education" is conducive to strengthening the interdisciplinary integration of subjects**

Art majors are no longer limited to the discovery and exploration of aesthetic education in a narrow sense, but rather serve as a broad reminder of teachers' moral education awareness and promote their moral education abilities. Teachers are the leaders of the classroom, and their words and actions directly affect the words and actions of students. Now that "ideological and political education in the curriculum" is included in professional courses, teachers need to learn more professional knowledge and have cross disciplinary collisions with more majors, which has a positive promoting effect on art majors. Let more teachers experience firsthand that the job of a teacher is not only to spread knowledge, ideas, and truth, but more importantly, to shape the soul, character, and personality.

### **3.5 Enhance students' cultural and ethnic confidence**

Teachers integrate "ideological and political" elements into teaching content, allowing students to understand the long history of our country, the greatness of national heroes, the unity of the people, and the pride of being Chinese children in the process of learning professional knowledge. Through subtle influence, students are made aware of the hardships and strength of their country in the process of development, helping them establish cultural and national confidence. For example, this COVID-19 epidemic, during the protest process, brought the deeds of the motherland's concern for the people and people's unity into the classroom, guided students how to combine with art design, let positive energy spread through works, establish correct values, and enhance students' national identity from the cultural roots.

As the saying goes, practice leads to true knowledge, and the implementation of all knowledge cannot be separated from practice. The teaching of applied universities cannot be separated from practical teaching. The teaching practice of ideological and political education in courses is not a sudden trend, but a teaching mode that needs to be adhered to for a long time. Carrying out ideological and political education in the context of the "New Liberal Arts" requires teachers to constantly strengthen their understanding of ideological and political education in order to cultivate socialist new youth full of positive energy and positive values.

## TOPIC NAME

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